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ABSTRACT

Teacher perspectives on the adult education profession were examined in a national survey designed to improve understanding of the current cadre of "professional" adult educators and assess their experiences, needs, and preferences for professional development. A 31-item questionnaire, called the Professional Development Kit Needs Assessment, was distributed to each 466 adult education programs nationwide (five survey packets per program). The mailing of 2,330 questionnaires yielded 423 usable responses (response rate, 18%). The survey revealed a striking degree of similarity between the preparation and experience of adult basic education, General Educational Development, and English-as-a-second-language teachers. Nearly half those surveyed stated that the primary purpose of professional development activities should be to provide teachers with classroom techniques that they could use immediately. The respondents' highest professional development priorities were as follows: add to instructional skills, add to knowledge of teaching adults, improve knowledge of how people learn in content areas; learn to incorporate technology into instruction; learn how other teachers conduct their practice; and improve classroom

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management skills. Eighty-eight percent of respondents believed that they made the correct decision when deciding to become an adult education practitioner. (The bibliography lists 19 references. Fifteen tables/figures and the survey instrument are appended.) (MN)

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Teacher Perspectives on the Adult Education Profession: National Survey Findings About an Emerging Profession

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I. Introduction

In recent years, many factors have converged to steadily increase the momentum toward professionalization of the field of adult literacy. The U. S. Department of Education's development of a National Reporting System and the accountability requirements contained in Title 2 (The Adult and Family Literacy Act) of the Workforce Investment Act of 1998 have reinforced this trend. By the first quarter of 2000, dozens of states were initiating and implementing standards and accountability systems to better monitor the impact of adult education programs. Adult education programs are being held to higher standards not only as measured by student outcomes but also in terms of program quality indicators. Given the centrality of teacher competence in both measures of program quality and in learning outcomes, many states are investing in statewide professional development efforts and some are beginning to experiment with various types of competency and credentialing mechanisms (Parke, 2000).

On February 20-22, 2000, a National Literacy Summit was held to "begin developing a vision and action plan that would move America toward achieving literacy for adults." (NIFL, 2000). The goals for professional development in the Summit action agenda include not only "promoting professionalization" but also, "creating a comprehensive system of professional development to meet the needs of a diverse profession, and a delivery system [for that development] that includes both degree and non-degree, pre-service and in-service training related to management and instruction" (NIFL, 2000). In sum, the professionalization of adult education practitioners is considered by many to be at the core of improving the quality of instruction in adult programs (Perin, 1999; Shanahan, Meehan, & Mogge, 1994).

Progress in improving the quality of instructional practice via professionalization, whether it is through certification, competencies, or accountability mechanisms, must start with a better understanding of the state of professionalism and professionals in the field today. Specifically, we need to better understand:

- What kinds of preparation and experiences do professional adult educators have?
- In what types of programs and teaching environments do they teach?
- What professional development experiences have they had?
- What types of further professional development do they desire?
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Essentially, we wish to know where adult education is as a profession, so we can better decide where to go from here. As part of the Professional Development Kit Project,[1] a national survey was conducted to address these questions. The primary purpose of this paper is to discuss the findings of the survey in two areas: the professional preparation and experience of adult educators and their needs for professional development as they are perceived by the teachers who responded to the survey. The findings of the survey are presented within a framework of issues of professionalization of the field of adult education.

II. Issues in professionalization

Professionalization has been defined as the movement of any field towards some standards of educational preparation and competency.

> The term professionalization indicates a direct attempt to (a) use education or training to improve the quality of practice, (b) standardize professional responses, (c) better define a collection of persons as representing a field of endeavor, and (d) enhance communication within that field. (Shanahan, Meehan, & Mogge 1994, p. 1)

The American Heritage Dictionary defines a professional is as "one who has an assured competence in a particular field or occupation" and a profession as an "occupation or vocation requiring training in the liberal arts or the sciences and advanced study in a specified field" (Shanahan, Meehan, & Mogge, 1995, p. 1).

From this perspective adult education is not currently a highly professionalized field. Movement toward a community of adult literacy professionals will require changes on a number of fronts. The ways that adult literacy instructors are educated, certified, trained, inducted into teaching, and continue to learn and be rewarded for continuing professional development all are in need of reform. This paper examines the opportunities and areas of need for one aspect of the professionalization of the field of adult literacy--professional development, learning by in-service instructors. However, to better understand the current core of adult educators, it is also important to examine their preservice background experiences.

A. Preservice training and credentialing

As Perin (1999) points out, adult literacy has no commonly recognized credential or mechanism designed to ensure quality of practice. This absence may be interpreted as an indication that the field of adult education has not yet attained the status of a profession. Yet when Perin (1999) surveyed members of the International Reading Association's Adult Literacy Special Interest Group about whether there should be a state credential for adult literacy instructors and what qualities such a credential might accredit, 50% of respondents agreed there should be such a state credential, with 43% responding "maybe" and only 7% disagreeing. What the nature of such a credentialing process might be for adult educators, however, remains unclear.

For example, although many adult literacy instructors are credentialed as elementary and secondary school teachers, these credentials have no specific requirements regarding teaching adults and are not consistently required or recognized by programs hiring adult educators. A decade ago, 17 states required certification as an elementary or secondary educator for employment in the adult education field, while only 9 states had credentialing requirements specific to adult education (Tibbitts et al., 1991). Even where credentialing as an elementary or secondary teacher is required, it is unclear what this implies for adult educational competence.

The process through which educators in K-12 systems acquire credentials is built on a traditional system of undergraduate and graduate education courses delivered by institutions of higher education. Maintenance of certification within these systems usually requires ongoing participation in professional development activities such as workshops and conferences, and regular evaluations by supervisors. The rationale for a higher education course-based approach for this system, besides tradition and an existing infrastructure, is the premise that higher education courses ensure a minimal standard of quality and teacher accountability. However, research has shown that even successful completion of a course of study is no guarantee that

theoretical knowledge and skills learned will translate into teaching competencies in practice (McAninch, 1996; Richardson, 1996). In any case, there is neither the career ladder within adult educational programs nor the educational infrastructure to support preservice college course accreditation for all adult educators nationally.

B. In-service learning and professional development

Another approach to improving the quality of practice is through enhancing instructor competencies on-the-job. While these kinds of activities, which include workshops, conferences, and study groups, are not as easily made measures of accountability, they are more available to adult educators. Many states use federal and state funds to sponsor statewide professional development opportunities (Kutner et al., 1991).

This is the approach taken in the Building Professional Development Partnerships for Adult Educators Project (PRO-NET), funded by USDE, DAEL and headed up by Pelavin Associates, which conducted a field-based process utilizing input from over 300 adult education instructors and program administrators and reviewed the literature on instructional practices in developing a list of competencies, then used a multi-state process for developing performance indicators aligned with the competencies (Evans & Sherman, 1999; Kutner et al., 1997; Kutner & Tibbitts, 1997; Sherman, Tibbitts, Woodruff, & Wiedler, 1999; Webb, 1977). Sherman et al. (1991) also provides suggestions for which stakeholders should determine competencies and how the competencies could and should be used to improve instruction at the state, local, and instructor levels.

Despite these activities, our knowledge of the community of adult literacy educators is incomplete and still largely anecdotal. The last national evaluation was conducted in 1990 (Kutner et al., 1991), but that report chose the program level as the unit of analysis, providing only estimates of type of staff (full, part-time, volunteer), predominant program component in which they teach (ABE, ESL, ASE/GED), teaching commitment (how much time per year spent teaching), and whether they worked day, night, or day and night classes. The report provided analyses of program professionalism, looking at teachers' uses of various instructional methods, turnover rates, and program investments in professional training. But these analyses provided very little guidance for forming profiles of adult education professionals. The PDK needs assessment questionnaire collected information directly from teachers, providing more in-depth information for creating such profiles.

III. Survey Methodology

A. Goals and background

The primary goal of the professional development needs assessment was to better understand the current cadre of "professional" adult educators, and to assess their experiences, needs, and preferences for professional development. This assessment was conducted to guide the development of the Professional Development Kit (PDK) project, which is being designed by the National Center on Adult Literacy (NCAL) in collaboration with SRI International and funded by the U.S. Department of Education Office of Vocational and Adult Education. The design of

the PDK is guided by general principles of adult learning (Brookfield, 1991; Knowles, 1981; Smith & Pourchot, 1998) and the research on how teachers learn (Cochran-Smith & Lytle, 1999; McAninch, 1993; Richardson & Anders, 1994).

The goal of the project is to develop an instructional design that uses technology as a delivery system. Toward this end, video case studies on CD-ROMs that interact with PDK's website and online Knowledge Database as well as facilitator and participant guides are being produced which provide a framework and resources to support quality professional development for adult educators. With this development in mind, a national survey was conducted to collect information on the demographics, educational background, instructional practices, and professional development needs of a cross-section of adult education instructors across the United States. The survey was conducted between Spring-Summer of 1999.

B. Data source

The target population for the survey was defined as 'professional' adult educators. It was difficult, however, to specify the defining characteristic of this core group, given the diversity of the training, background and activities of its members. We had hoped to use "full-time" as an adult educator as a general criterion for respondents, assuming that most members of this group could be defined as "professional." We found, however, that narrow definitions of "full-time" and "part-time" were poorly matched to the realities of employment in adult education. The sampling strategy that we used focused on surveying teachers who were paid for the majority of their work week by an adult literacy program to teach adults, based on the premise that this population would most likely be committed to the profession of adult educator and have the best opportunity to participate in sustained professional development. States and program agencies with greater numbers of full-time staff are more likely to have the resources and commitment to engage in extensive professional development. While agencies with volunteers and part-time staff also provide professional development, we concluded from our initial research that the delivery methods for these groups were different in both type and intensity.

C. Sample design

In order to recruit participants, we first contacted the State Directors of Adult Education of each state and asked them to recommend five to ten quality adult education programs with a large number of full-time teachers in their states. After receiving recommendations, five survey packets were mailed to at least five agencies in each state, to be distributed to professional staff. As some states (i.e., CA, FL, MI, NY, PA) have a larger portion of the national adult education population, larger numbers of surveys were sent to those states. A total of 466 programs were mailed packets of (5) surveys for a total of 2330 individual questionnaires. Responses were received from 526 individual adult educators. Volunteers and tutors (n=32) who responded were excluded from the analyses for the purposes of this report. After various other data quality and review procedures, the total number was reduced to a sample of reasonably complete, usable responses from 423 individuals.[2]

D. Instrument

The ten-page survey was divided into five sections: (a) teacher preparation and experience, (b) program profile and teaching environment, (c) teaching methods and practices, (d) professional development, and (e) an optional teacher profile section (See Appendix B for the full survey).

E. Limitations

The sampling procedures used were not intended to provide a nationally representative sample of all adult educators. As noted, the sampling design intentionally targeted individuals who devoted a large percentage of their time to adult education as filtered through the judgment of state directors. Nonetheless, the sample reported on here is an important population to understand and address regardless of the scope of generalizations to the larger community of adult educators.

IV. Findings and Discussion

The findings are divided into two broad sections. Section A looks at issues of teachers' professional preparation and experience in the field. Section B looks at professional development issues from the teachers' perspectives.

A. Professional preparation and experience in the field

The PDK needs assessment survey gathered information on various aspects of professional adult educators' experiences, perceptions, and needs in their classroom practice and professional development. This section profiles these educators and examines relationships between these variables and subgroups of specific interest. We examine results for (1) full sample, (2) fulltime versus part-time status, (3) main teaching assignment (ABE, GED/ASE, ESL), and (4) years of experience in adult education (1-5 years, 6-10 years, more than 10 years). The section ends with discussion of the results.

1. Results for the full sample

The sampling strategy favored the selection of professional adult educators, defined as those individuals who spend all or most of their paid time teaching adults. Table 1 (see Appendix A) shows the results for educational preparation and experience, as well as program characteristics. Fifty-nine percent of teachers indicated fulltime employment in adult education programs, 41% employed part-time. Twenty-two percent of the respondents reported that they were also administrators in their programs. A third (137, 33%) reported that they earned additional income from work outside of adult education.

The largest groups of responses came from teachers in small city and urban-based programs; Thirty-eight percent of the teachers reported that they were based in a small city (population over 10,000) and an additional 28% were from a large metropolitan area. A good number of responses were also received from teachers in programs in rural areas (20%). Relatively fewer responses

came from small towns or suburban areas (13%). This distribution is consistent with the locations of adult literacy programs (Development Associates, 1993)

The distribution of years teaching at the adult level ranged from 39% of teachers with 5 years or less experience, 33% with 6 to 10 years, and 28% with more than 10 years experience. One out of five (19%) had taught only at the adult education level. The distribution of experience was about evenly distributed between elementary (25%), secondary (29%), post-secondary (23%), and other (22%--which includes training, vocational, etc.). Table 2 (see Appendix A) shows that the average years spent teaching outside adult education ranged from a low of 4.1 in post-secondary/university level to a high of 8.0 at the elementary level.

As further seen on Table 1, over two thirds (69%) reported having state-issued certification, with 46% reporting that certification was required by their state or program. Given that most of the teachers were experienced educators before teaching in adult literacy education programs, it may not be as surprising to see that 94% had a bachelor's level degree or higher. There were more BS degrees (125, 30%) than BA degrees (101, 24%), which perhaps reflects preparation in non-education programs. Nearly half (48%, 192) had some masters level coursework, with 41% (172) reporting having attained an MA (105), MS (58), or PhD/EDD (9) degree.

Given this history of arriving at adult literacy education through a pathway of other educational experiences, it is interesting to note the response to the question, "How do you feel about your decision to teach in adult education?" 88% gave the positive response, "I know I made the right decision to become an adult education teacher/volunteer/tutor." For this respondent sample, there seems to be a high level of personal satisfaction and commitment to their adopted field.

2. Results by status (fulltime vs. part-time)

In most occupations or professions, one might expect the level of commitment, stability in terms of attrition, and experience levels to be in favor of full-time professionals. Program administrators and planners of professional development are concerned with understanding what the distinction between fulltime (FT) and part-time (PT) means for the field of adult education, because investing in individuals who may not remain in a program is costly and inefficient, as is providing professional development opportunities that are not matched to the needs of participants. Is the distinction between FT and PT staff a substantive distinction in adult education as it is constituted today? This issue is a complicated one.

First, there are limited numbers of opportunities for FT employment in adult education. Second, as indicated in the previous section, primary and secondary education, as contrasted with adult education, was the initial career choice of most respondents, suggesting a need for further exploration of teacher motives for entering the adult education field. Third, while satisfaction with that choice was uniformly high in the sample, the source of that satisfaction is unclear. If that were known, we might be better placed to predict whether or not PT staff might be willing to invest time and effort to gain expertise in a profession that cannot afford to provide FT benefits or a career ladder.

There are some indications that the distinction between FT and PT employment may be more subtle or specific to some variables or characteristics. In this section, these relationships are explored in more detail.

The differences in main teaching assignment, at least based on this sample, were relatively modest (see Table 1, Appendix A). In relative percentages, there were slightly more FT than PT teachers at the ABE level (43-35% for a 9% difference), while the relative percentages at the GED/ASE level were the same (42%). Although there was an 8% differential of PT over FT for teaching ESL, this was based on a difference of only 5 teachers (30-25).

There were notable differences among urban, small city, and rural groups. Large urban areas (FT=34% vs. PT=16%) and to a lesser extent rural areas (FT=25% vs. PT=16%) employed a relatively larger number of FT teachers. Small cities, on the other hand, employed relatively more part timers (55% vs. 29%).

While the differential of those who reported that they earned additional income from work outside of adult education favors part timers (PT=39% vs. FT=26%), one out of four FT teachers reported earning income outside of their teaching.

The distribution of years teaching at the adult level modestly favored the full timers. That is, 36% FT (vs. 30% PT) had more than 6 to 10 years experience, while 43% of part timers (vs. 35% of FT) had less than 5 years. For those with more than 10 years experience, the percentages were virtually the same (FT=29%, PT=27%). Ratios of state issued certification were identical, though relatively more of the FT teachers were required to be certified (FT=26% vs. PT=11%). There were practically no differences in prior education levels, nor in satisfaction with their choice to enter the field of adult education.

Table 2 (Appendix A) shows the years and nature of non-adult education experience of FT and PT teachers. One out of five FT teachers (20%) had taught only at the adult education level; 1 out of 6 for PTs (16%). Part-timers had on average more years experience at the elementary, secondary, and community college level than the full-timers.

3. Results by main teaching assignment (ABE, GED/ASE, ESL)

A primary distinction in the field of adult literacy education can be made among the types of classroom services provided to students. We asked teachers to identify their main teaching assignment during the past year from the following categories: ABE, GED/ASE, Workplace Programs, Pre-GED, ESL, Family Program, and Other.

As with most adult education variables, such categorical distinctions can be fuzzy or overlapping. An ESL learner may receive basic reading and writing instruction (ABE) and also be preparing for a GED (perhaps in Spanish). Workplace or family programs often provide basic literacy instruction to participants. A GED teacher's class may have learners at the pre-GED or ABE level. Teachers may be asked to teach across multiple class assignments in a program. Teachers with multiple years of experience are likely to have taught adults at many levels in many class types.

In this section, we focus on three subgroups, teachers of ABE, GED/ASE, and ESL. Only 8% of teachers identified themselves as teaching Pre-GED, so it was decided to combine this group with the ABE group. This seemed reasonable since many ABE programs may not make a distinction between ABE and pre-GED. Only 5% identified their main teaching assignment as workplace and 3% as a family program. The 16% who marked other included a complex array of fine-grained distinctions, often overlapping with existing categories. It is beyond the scope of this paper to report on this group. Given the low numbers for these subgroups and the target audiences of PDK, the following analyses pertain only to the ABE, GED/ASE, and ESL groups.

There were no differences in FT versus PT teacher status (see Table 3, Appendix A). There are notable differences in the distribution of teaching assignments among urban, small city, and rural groups. Large urban areas employed a relatively larger percentage of ESL teachers (42%), small cities a relatively larger percentage of GED/ASE teachers (49%), and rural areas employed a relatively larger number ABE teachers (32%).

GED/ASE teachers were somewhat less likely than others to be responsible for administration (GED/ASE=13%, ABE=24%, ESL=25%). The differential of those who reported that they earned additional income from work outside of adult education also favored GED/ASE teachers (GED/ASE=39%, ABE=27%, ESL=25%).

The distribution of years teaching at the adult level was almost identical for all three groups, as was overall satisfaction with the decision to teach adults. The distribution of non-adult education experience was roughly balanced as well, with a slightly higher percentage of GED/ASE teachers with secondary experience (31% vs. ABE=22% and ESL 29%). ESL teachers were more likely to report past experiences in the Other category (33% vs. ABE=17% and GED/ASE=19%). Ratios of state issued certification were identical for ABE and GED/ASE (70%), though relatively less for ESL (61%). [3]

There were differences in years of non-adult education teaching experience (see Table 4, Appendix A). ABE teachers averaged 10 years of experience at the elementary level, 5.7 years at the secondary level, 5.2 at the community college level, 4.5 at the university level, and 5.8 years of other educational/training experience. GED/ASE teachers averaged about the same years experience teaching at the elementary level (6.8) and secondary level (6.6), with 4.4, 3.3, and 6.4 years at the community college, university, and other levels respectively. ESL teachers averaged 7.8 years of experience at the elementary level, 6.2 years at the secondary level, with 2.1, 4.0, and 4.6 years at the community college, university, and other levels respectively.

4. Results by years of experience teaching in adult education

There are notable differences in the distribution of teaching experience among urban, small city, and rural groups. Large urban areas had the most experienced staffs (1-5 years=18%; 6-10 years=27%; MT10 years=35%). Small cities had more staff with 1-5 years (45%) and more than 10 years (45%) than staff with 6-10 years (32%). Rural areas and towns/suburbs were least likely to have staff with more than 10 years experience (14% and 6% respectively). Teachers with 1-5 years experience were most likely to be located in small cities (45%), followed by rural (26%), then large urban areas (18%). Teachers with 6-10 years experience were also most likely to be

found in small cities (32%), followed by large urban areas (27%) and rural areas (24%). Teachers with more than 10 years experience were also most likely to be found in small cities (45%), followed by large urban areas (35%) and rural (14%). There were no differences in percentages of administrators or main teaching assignment.

Overall satisfaction with the decision to teach adults was again consistent and high. Distributions across non-adult education experiences and whether or not they taught only in adult education were also very similar across all three experience groups. Ratios of state-issued certification were slightly higher for teachers with more than 5 years of experience (1-5 at 60%, 6-10 71%, and MT 10 76%). There was a slight trend toward less experienced teachers earning income outside adult education, but this was a small effect.

There were no substantive differences in the distribution of years of non-adult education teaching experience (see Table 6, Appendix A). Teachers with 5 years or less experience teaching adults averaged 9.4 years of experience at the elementary level, 6.7 years at the secondary level, 4.3 at the community college level, 4.4 at the university level, and 6.3 years of other educational/training experience. Teachers with 6 to 10 years adult education experience averaged 7.8 years at the elementary level, 6.1 at the secondary level, with 4.3, 3.9, and 4.2 years at the community college, university, and other levels respectively. Teachers with more than 10 years experience averaged 8.8 years of experience at the elementary level, 6.1 years at the secondary level, with 4.8, 3.2, and 6.4 years at the community college, university, and other levels respectively. In general, adult education teachers enter the adult education field with about the same levels of experience in non-adult education, regardless of their years teaching in adult education. Put another way, there are no strong cohort effects based on years teaching adults.

5. Discussion of Section A: Professional preparation and experience in the field

What is the profile of the typical "professional" adult educator?

The data reveal a veteran core of adult educators with considerable educational and field experience. Most could more simply be classified as professional educators rather than adult educators, since their experiences range over a variety of populations of learners from elementary through post-secondary. They are experienced and seasoned, both in adult education and in other educational subspecialties. They are well educated. One quarter have administrative responsibility, and perhaps more have administrative experience. Though 2 in 5 are in their first five years and we cannot predict their longevity, the converse (3 in 5) suggests a core of stability, rather than high turnover rates.

Is the distinction between FT and PT staff who spend a majority of their time teaching adult education a substantive distinction?

There is very little that distinguishes the preparation or experience of the FT versus PT adult educators. If anything, PTs have more non-adult education teaching experience than FTs. This may lend supporting evidence to the idea that the respondents to this survey represent a core of professional adult educators. The most obvious difference that did emerge had to do with where FTs were more likely to be found, that is, in large urban or rural areas. This again, likely suggests a programmatic or funding-level policy, rather than a teacher-level choice parameter.

Are there significant distinctions between staff whose main teaching assignment is ABE, GED/ASE, and ESL?

The most striking finding in the survey may be the overall similarity between ABE, GED/ASE, and ESL teachers on the variables of preparation and experience. In the K-12 and post-secondary systems, distinctions between elementary and secondary teachers in preparation and qualifications are both a source of individual identity and a criteria for hiring. For example, one would not expect the resume of an elementary teacher to be among the top candidates for jobs at a high school, and vice versa. Secondary teachers often take great pride in their content knowledge domains, while elementary teachers often focus more on developmental knowledge bases. A specialization in ESL also suggests a distinctive professional profile.

The absence of many distinctive differences among the ABE, GED/ASE, and ESL groups in this survey may reflect (in part) that the teachers that comprise these groups come with a mixture of experiences at the elementary, secondary, and community college levels. Furthermore, over their careers as adult educators, they may have taught at many levels. That ESL teachers were more likely to be found in large urban areas reflects program-level as much as teacher-level choice parameters. The high demand in urban areas for ESL teachers may also help explain the slightly lower percentage of certified teachers (61% ESL vs. 70% ABE/GED) and the higher concentration of teachers with less than Masters level degrees (71% for ESL vs. 54% and 50% respectively for ABE and GED).

One might expect differences in the number of years taught outside of adult education based on the type of certification that teachers had. With the exception of ABE teachers who taught elementary levels having an average of 2.5 to 3 years more average experience than GED/ASE or ESL teachers, the average years difference are modest compared to the general uniformity of the distribution (see Table 4, Appendix A). This result helps elaborate the fact that most respondents described their entry into the field as "I applied for a position." Apparently, there is not a tight correspondence between the "specialized" training of elementary, secondary, or post-secondary teachers and applying that experience with adults of similar educational achievement levels.

Whatever the reasons, the lack of distinctive differences between ABE, GED/ASE, and ESL teachers raises questions regarding the utility, value, and applicability of the educational preparation provided to achieve the initial specialization in elementary or secondary credentialing. It also raises questions as to whether specialized, differential expertise for educating these distinct subgroups of learners is an important quality of adult education professionals and their identity.

What difference does years of experience teaching adults make in teacher profiles?

Another striking finding in this survey is the overall similarity among the different experience groups on the variables of preparation and experience. Perhaps this is best explained by the results presented in Table 6 (see Appendix A). The distributions of prior experience teaching non-adult education is roughly equivalent again across all three adult education experience groups. In fact, the teachers with the least experience teaching adult education have the most experience teaching elementary and secondary education, with some reporting experience at the university/college level as well.

B. Professional development

The professional development section of the questionnaire investigated teacher' professional development under the following categories: (1) present and future priorities, (2) experiences and preferences for types or formats of activities, (3) content/subject needs, (4) perceived sense of preparedness to teach adults, and (5) types of support received and desired. In general, questions probed experiences in the recent past, judgments of the value or utility of those experiences, and preferences for present and future needs.

1. Present and future priorities

As in any categorical-choice questionnaire, the list of options provided in a question and the wording of the item descriptors can influence the selection and distribution of responses. Such an effect may have been an influence in the question that asked teachers to identify their primary purpose for engaging in professional development at the present time, but required they only choose one option. As Figure 1 (see Appendix A) shows, nearly half of the teachers chose A. *Techniques they could use immediately in the classroom* as the primary purpose. At a distant second and third ranking were B. *To provide information that is new to me* (17%) and C. *To help me understand the needs of learners* (14%), with the remaining options each receiving less than 10% of responses. In subsequent items, teachers were permitted to rank order their priority and preference responses, yielding a richer sense of the range of their thinking regarding professional development.

In another question, teachers were asked to rank order their top four professional development priorities at this point in their career. Figure 2 (see Appendix A) shows the responses, sorted by the priorities that were most often selected among the top four regardless of order. Teachers' highest priorities were A. *To add to their instructional skills* and B. *To add to their knowledge of teaching adults*. Both were high first priorities, as well as appearing most often among the top four priorities (71% & 70% respectively); C. *To improve what I know about how people learn in content areas*, was a strong third in the rankings at 62%. D. *To Learn to incorporate technology into instruction* was the next highest overall priority at 53%, then E. *To know where to access instructional resources* at 44%, and F. *Learn how other teachers conduct their practice* at 39%. Finally, G. *To improve classroom management skills* was noticeably less of a priority overall than the other responses with only 17% of teachers choosing it as a priority at all.

Subgroup analyses were conducted on this question by the variables (a) *teaching assignment* (ABE, GED/ASE, and ESL) and (b) *years of experience teaching adults* (1-5 years, 6-10 years, more than 10 years). No discernable differences surfaced among *teaching assignment* subgroups. For *years of experience teaching adults*, one difference did emerge. Teachers with 5 or less years of experience desired information on how adults learn more than their peers with more experience teaching adults (14% vs. 7% totals). More experienced teachers (6 years or more) wanted training that "provided information that is new to them" more often than their less experienced peers (21% vs. 10%).

2. Experiences and preferences for types or formats of professional development activities

The next sequence of questions asked teachers about types or formats of professional development. The first question asked about activities that they had participated in during the previous year and asked them to judge the relative utility of those activities on a 4-point scale ranging from most to least useful. Figure 3 (see Appendix A) shows activities in which teachers participated in rank order from most to least frequent (left to right). Better than 4 out of 5 (82-86%) participated in a workshop conducted either by A. *A colleague* or B. *An outside consultant* and did some form of C. *Independent professional reading*. About 3 out of 4 (72-76%) worked in a D. *Collaborative team with other teachers* and about the same ratio of teachers participated in E. *A conference or working groups*. About half (48%) had served on a F. *Committee within their program*. About 2 out of 5 (39%) had participated in G. *An Internet-based course, listserv or bulletin board*, or H. *University course* in the past year. Finally, only about 1 in 5 (21%) had participated in I. *An inquiry-based project*.

Figure 3 (see Appendix A) also shows teachers' ratings of how useful different formats of professional development were for them. As noted, this chart is sorted from the most to least frequent participation rate for an activity. Thus, while inquiry-based activities were generally found to be *most* to *very* useful by those who participated in them, only 72 of the respondents had engaged in an inquiry-based professional development activity in the past year.

Satisfaction with the utility of the various types of professional development activities that teachers participated in ran high. Workshops, independent reading, and attending professional conferences or work groups were ranked as at least *useful* by 94-99% of teachers, and *most* to *very* useful by 64-70%. For the four formats that teachers participated in most frequently in the past year (workshops with colleagues or consultants, independent study, and conferences), satisfaction with the utility was evenly distributed across the top three scale points.

Satisfaction was even higher for those teachers who participated in collaborative working groups with other teachers, with nearly half (48%) of those who experienced this type of professional development rating it as the *most* useful format and only 1% rating it as *least* useful. University courses and inquiry projects, had similar *most useful* ratings distributions (44 and 43% respectively), but also relatively higher negative ratings (8% and 7% respectively), although these negative percentages may be inflated by the lower frequency of participants in these categories. Less than half of participants had a chance to participate in these activities. Serving on program committees and engaging in Internet courses, bulletin boards, or listervs received the least favorable ratings with only about 1 in 4 rating them as *most useful* and about 10% rating them as *least useful*.

Teachers may be satisfied with the utility of a variety of professional development formats that they participated in, but still prefer or value one or another format, even if they may not have had an opportunity to engage in it recently. For this reason, teachers were asked what would be the most useful professional development format for them at this point in their careers. As Figure 4 (see Appendix A) shows, teachers' preferred professional development formats largely mirrored their judgments of the utility of professional development formats that they had recently experienced.

In this question, teachers were also given a specific category option related to "content/subject matter specific training." This option really describes the nature of the content delivered rather than a particular format. Nonetheless, it emerged as the third ranked choice preference after workshop formats. Teachers were also provided several options regarding technological delivery of professional development including distance learning courses, video conferences, and CD-ROM based courses. As indicated in Figure 4 (see Appendix A), these did not surface in the top three priorities for many teachers.

3. Content/subject matter of professional development

Teachers were asked to choose the three top priority topics that they would like to learn more about in reading, writing, and mathematics. The results are presented in Table 7 (see Appendix A) based on main teaching assignment. There were some interesting distinctions between the ESL and ABE/GED teachers. For example, in Reading, ABE/GED teachers listed "motivation" more often as the area that they would like to know more about. ESL teachers, on the other hand, listed learning "what models of teaching reading are effective with adults" most often. This may reflect a difference in student dispositions, with ESL students perhaps more intrinsically motivated to learn to read in English, whereas ABE/GED students are overcoming barriers based on past failures in school.

The results presented in Table 8 (see Appendix A) are based on years of experience teaching adults. Perhaps surprisingly, and significantly, the priorities are much the same across all three groups. It seems that issues such as motivating adult learners to read or helping them overcome their fear of writing do not necessarily become easier with greater classroom experience. This suggests that professional development experiences may still be useful even for teachers who have a great deal of experience.

The next sequence of questions probed categories of content for professional development activities. Teachers were asked about their participation in professional development activities in the previous year and then asked to rank order their preferences for future professional development activities in these categories. Table 9 (see Appendix A) is organized from highest to lowest (top to bottom) ranking category of professional development activity that teachers would like available in the future. Frequency counts and rankings are presented based on how many times an item was ranked number one, ranked in the top three, and ranked in the top five. As evident from the three far right columns, the rank order of activities was almost identical with two exceptions (described below) for each of these rank order summaries.

Also represented in the table are frequency counts and rankings for teacher participation in these activities in the previous year. There are a number of mismatches between the rankings of activities participated in and those desired in the future. For example, "Exploring classroom techniques for determining learner needs and learning style" was an activity that most teachers participated in and was not a high priority for the future. One explanation is that participating in this activity was sufficient experience for the topic. "Integrating technology into the classroom" was the second most common professional development activity for most teachers, though it was still one of the top five for many in the future. The explanation may be that the topic of

technology needs to be continuously refreshed over time. Another mismatch evident was between the desire for professional development activities to address "Accommodating widely varied ability levels with the same classroom" (ranking 1 and 2) and the participation rates in the previous year (ranking 8). One clear consistency is the participation in and desire for "Instructional strategies for teaching reading and writing effectively."

4. Perceived sense of preparedness to teach adults

Teachers were asked how well prepared they felt for each of the following categories. The results are presented in a Figure 5 (see Appendix A), using a bar chart organized in order from most to least by topics teachers indicated they felt "very" prepared to teach. That order was as follows:

A. Implement effective lesson, curriculum planning
B. Use varied instructional strategies for teaching reading effectively
C. Use varied instructional strategies for teaching mathematics effectively
D. Accommodate widely varied ability levels within the same classroom
E. Use instructional strategies for teaching in content areas
F. Help learners meet their learning goals for work, family, and self
G. Implement strategies based on theories of adult learning and development
H. Explore classroom techniques for determining learner needs and learning style
I. Integrate technology into the classroom
J. Use varied instructional strategies to prepare learners for work/careers
K. Use strategies for recognizing and accommodating adults with learning differences

For any given category, there seems to be a core of from 20% to 30% of teachers who felt "very prepared" to teach. However, beyond these core groups, teachers own estimates of their preparedness ranged from 80% who felt prepared to A. *Implement effective lesson, curriculum planning*, to about 45% who felt prepared to I. *Integrate technology into the classroom* or K. *Use strategies for recognizing and accommodating adults with learning differences.* It is not clear how teachers interpreted the difference between somewhat prepared and prepared, but the distributions here clearly show some room for professional development on many of these topic area.

Teachers were somewhat reluctant to say they were "not prepared" to teach in any area. The only categories that had over 10% "not prepared" were

- Use varied instructional strategies for teaching mathematics effectively,
- Integrate technology into the classroom, and
- Use strategies for recognizing and accommodating adults with learning differences.

Unlike Categories I and K, Teaching math (Category C) was also the third highest ranking category in which teachers felt "very" prepared, suggesting a distinct split between those who felt comfortable teaching math and those who did not.

5. Types of support received and desired

Teachers were asked what types of support they had received for participating in professional development activities in the past year and what was their preferred form of support (see Tables 9 and10 in Appendix A). Reimbursement was the most frequently given support, but scheduling development during paid work hours was the preferred mode of most teachers. Also, teachers would prefer to receive more support in the form of paid stipends and grants to do special projects than was actually received.

6. Discussion of Section B: Professional development

The professional development section of the questionnaire investigated teachers' professional development by the following categories: (a) present and future priorities, (b) experiences and preferences for types or formats of activities, (c) content/subject needs, (d) perceived sense of preparedness to teach adults, and (e) types of support received and desired.

What priorities emerged as central to adult educators?

Adult education teachers, like all teachers, place priority on learning techniques that can help them in their classrooms. They recognize and place a high priority on the need for continuous refinement of their instructional skills, their knowledge of how adults learn, and their knowledge of how people learn specific content areas. Learning about incorporating technology in the classroom is fourth behind these other priorities. This suggests that the educational goals of learning and teaching take precedence over the allure of technological solutions, but it is also a recognition of technology's growing role in all educational spheres. Although the choice *Improve Classroom Management Skills* was the lowest priority, managing classrooms with varied ability levels and accommodating individuals with learning differences prove to be high need areas in other questions.

What types or formats of professional development are utilized and preferred by adult educators?

It is common to hear criticism of the workshop format as being insufficient for the development of professional skills. Nevertheless, workshops seem both a popular professional development method and generally appreciated as useful. That independent reading is about as popular reminds us that professionals find it useful to tailor their professional development experiences to their needs, the personal choice that independent reading provides. Extended growth activities such as university courses or inquiry projects are less available, likely because of cost and time issues, yet when available they are viewed by teachers as worth the investment of time and effort. By contrast, serving on committees or engaging in Internet-based services are less desirable. We can imagine that committees are often an assigned obligation, less tailored to individual needs, and often rife with political or bureaucratic challenges.

Working collaboratively with colleagues stands out as both a frequently engaged in form of professional development and an activity of high utility. Teachers clearly see profit not only from learning from peers in workshops, but also from engaging with them in productive instructional action. We can imagine such collaborative groups working to develop curriculum, instruction, or conduct action research. Such productive work groups stand in contrast to the

kinds of interactions among colleagues that result from serving on committees, a less highly rated form of professional development activity. We might also infer that those who had positive experiences of inquiry-based professional development perceive that activity as a kind of collaborative work group.

As for the low rating for technological professional development in general, one can speculate on how a combination of issues might have led to low ratings, including

- technical problems in accessing or learning to use the technology;
- the uneven quality, specificity, or interactivity of emerging distance courses and technological tools they have experienced; and
- the open-ended, less tailored, and non-goal oriented nature of listservs and bulletin board services.

In thinking about hybrid professional development activity formats such as PDK offers, one sees both promise and peril in these results. The high ratings associated with extended professional development opportunities are captured in the teacher-researcher/inquiry process of PDK. So too is the opportunity to work together with other teachers. Also, there is the opportunity to tailor learning to one's individual needs. On the other hand, both the teacher-researcher and the technology demands of PDK may also raise its negatives, because teachers have less familiarity with these areas, and they therefore require more professional development time.

What content and topics do adult educators want to know more about?

Summarizing, we note that the top priority for adult educators is to learn about effective instructional strategies in reading and writing, but that they are also concerned with topics of motivation in reading, overcoming fear of writing, accommodating varied student levels, and learning differences. Only those teachers with less than five years experience teaching adults are concerned specifically with models of teaching adults. ESL teachers are somewhat less concerned with motivational issues, perhaps because the general motivational profile is higher for ESL students.

There were some noticeable mismatches between past experiences and future needs for professional development. Teachers seem to have had sufficient professional development to help them in discovering learner goals and learning styles, so this was a lower future priority. On the other hand, teachers had fewer professional development activities on the topic of managing classrooms with widely varied ability levels. Many had had professional development activities on the topic of integrating technology in the classroom and although it was still moderately ranked as a future priority, it was not as high as some other instructional needs.

Do adult educators perceive themselves as prepared?

Interpreting this question is a matter of perspective. Is the glass half empty or half full? If we interpret the response "somewhat prepared" as an indication of self-doubt about one's own professional preparation, then 20% of educators being only "somewhat prepared" to implement effective lessons and curriculum planning may be alarming. The range of "somewhat prepared" is even larger in the remaining categories--28% for teaching reading, 33% for teaching math and

accommodating varied learner levels, and over 50% for integrating technology and recognizing and accommodating adults with learning differences.

On the other hand, only in three categories did more than 10% of teachers perceive themselves as not prepared – about 11% for accommodating learning adults with learning differences, 12% for teaching math, and 18% for integrating technology. Furthermore, teachers' willingness and ability to perceive their own weaknesses and needs may be interpreted as a sign of their professionalism.

What kinds of support for professional development is needed and desired?

Most teachers received support for their professional development activities. Eighty-one percent were reimbursed, 75% were scheduled for activities during paid work hours, and 69% were given release time from teaching. Thirty-five percent received a stipend or tuition for participating in a course or other activity outside of work. Teachers showed no conclusive preferences for one kind of support over another, though some form of support is desired.

V. Summary and Conclusions

A. What is the profile of the "professional" adult educator?

We designed this survey to capture profiles of "professional" adult educators. We contacted state directors and asked them for programs that hired educators to teach adults full or most of their paid time. Of the 2000 surveys distributed, about one quarter responded. Almost 90% of those respondents expressed satisfaction with their choice to teach adults. About 60% taught full-time, the remainder averaged 18 hours a week teaching adults. Was our design successful? We believe it was. We do not know whether the remaining 75% of non-respondents are less satisfied overall, which might explain why they did not respond. That will require further study. We also do not know whether we can generalize these results to other segments of the adult educator population, for example, from programs that only employ part-time teachers or volunteers. We can say the following:

- The adult educators who responded to our survey could accurately be described as professional educators rather than adult educators, that is, the field is *becoming* professional. Their experiences range over a variety of populations of learners from elementary through post-secondary.
- They are a well-educated, experienced, satisfied, and stable cadre of adult educators. Two thirds had more than five years experience teaching adults. Most averaging 4 – 8 years teaching elementary, secondary, or post-secondary before choosing to teach adults. Most indicated that they entered the field of teaching adults by "applying for a position," but despite this circuitous route into the field, they were satisfied with their choice. These generalizations hold equally for the 40% of the sample identified as part-time.
- Teachers' pre-service credential and prior educational experience does not predict their current teaching assignment (ABE, ASE/GED, ESL). Perhaps, teachers are assigned by program need, rather than background, or they teach across multiple assignments, or they have taught over a range of adult assignments. These are unanswered hypotheses.
- They are willing and discriminating consumers of professional development. If there were any question regarding their desire for enhancing their professional capabilities, it was not

evident in their responses. Most had participated in a variety of professional development activities covering an array of topics. Most had received some form of program support to participate, and this is one sign of programs' encouragement and promotion of continuous improvement.

- Respondents' priorities for future professional development mirrored larger issues of the field in general. Their first concern was for improving their own instructional practices and effectiveness through techniques. A concern with how best to teach adults was also high, even in teachers with more than five years experience teaching adults--exactly what we might expect from committed professionals seeking to enhance their craft. Other critical topics were managing multiple ability levels in classes, and identifying and assessing learners with learning difficulties.
- Even in this most prepared professional core, many expressed self-doubt about their preparedness to address specific topics. For example, more than 50% indicated that they were somewhat prepared to use strategies to recognize and accommodate learning differences or integrate technology in the classroom. Whether this is simply another sign of professionals seeking greater understanding or a sign of under-preparedness is a question that remains to be answered.

With calls for a comprehensive system of professional development, certification processes based on adult education standards and needs, and other actions to support increased professionalism in the field, a critical question is whether the size and scope of the investment these recommendations imply is warranted at this time in the field of adult education. We believe that the results of this survey support increased investment.

B. What conclusion can we draw from this survey?

The title of this report speaks of an emerging profession, and characteristics of "professionalization" are defined as

- the use of education or training to improve the quality of practice,
- standardized professional responses,
- better defined collection of persons as representing a field of endeavor, and
- enhanced communication within that field. (Shanahan, Meehan, & Mogge, 1994)

Despite arriving at adult literacy education through a pathway of other educational experiences, 88% of respondents chose to say, "I know I made the right decision to become an adult education teacher/volunteer/tutor." We examined the distributions of responses based on subgroups that we believed might represent different general profiles including full versus part-timers, ABE/GED/ESL, and years of experience teaching adults. The similarities far outweighed the differences. Given the diverse populations served and the special needs of adults, a solid argument could be made for providing more substantive in-service or post-graduate training that is specifically targeted to professionally prepare teachers who choose this field as a specialty. The profiles suggest more common experiences, attitudes, and priorities for professional development than differences. It seems clear that adult literacy education is an emerging professional teaching specialization that is related to yet distinct from the elementary, secondary, and post-secondary teaching specialties from which this group of teachers gained their initial expertise.

Building on what we have learned about this group so far, it appears to be an apt time to follow through on the goal of creating a comprehensive system of professional development. This system should be designed to do "a variety of things in a uniquely systematic way" (Elmore, 1996, p.10). It should recognize the skills and competencies that teachers already possess, and provide a flexible, multi-tiered delivery system that can provide them with access to help in obtaining skills and competencies they know they need. In addition, it should provide in-service professional development that reflects the special responsibilities of teachers of adults, and that will help to build adult education as a profession.

Endnotes

[1] The Professional Development Kit Project is funded by the U.S. Department of education, Office of Vocational and Adult Education.

[2] Two States, North Carolina and Pennsylvania had an unusually large return rate (73 and 64 respectively). For NC this occurred because surveys were handed out at a state professional training conference. The explanation for Pennsylvania not known. To balance out their influence on the data, the total numbers were reduced. For NC, a random selection of the total was taken. For PA, questionnaires were first sorted by programs. A target of no more than two surveys were program were selected. If a program had more than two surveys, a preference was given to teachers who spent the most hours teaching. If the number of hours were comparable among teachers (within 5 hours), then two were randomly selected.

[3] One limitation to note is that the sample size for ESL teachers (n=57) was small compared to the ABE (n=121) and GED (n=125) groups. At that sample size, the precision of the estimates reported are less stable, though the relative size, magnitude, and direction of some differences from the ABE/GED groups suggest trends that should be noted.

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Appendix A: Tables and Figures

Tables:

Table 1

Teacher Preparation and Experience Totals and by Status (full (FT) & part-time (PT))

	Total[1]			FT			PT	
	f	%	n	f	%	n	f	%
Full or Part-Time Status			428	253	59%	428	175	41%
Main Teaching Assignment (n=384)			168			129		
ABE	118	31%		73	43%		45	35%
GED/ASE	124	32%		70	42%		54	42%
ESL	55	14%		25	15%		30	23%
Workplace	23	6%						
Family	11	3%						
Other	53	14%						
Program Setting (n=374)			143			117		
Urban	106	28%		49	34%		19	16%
Small City (pop>10000)	143	38%		41	29%		64	55%
Town/Suburb	49	13%		17	12%		15	13%
Rural	76	20%		36	25%		19	16%
Also Administrator (n=420)	91	22%	166	43	26%	127	14	11%
Experience Teaching Adults (n=423)			166			128		
1-5	163	39%		58	35%		55	43%
6-10	141	33%		60	36%		39	30%
MT 10	119	28%		48	29%		34	27%
Taught AE[2] only (n=402)	77	19%	159	32	20%	124	20	16%
Non-AE Experience[3] (n=350)			137			107		
Elementary	88	25%		35	22%		30	28%
Secondary	103	29%		39	25%		33	31%
Comm Coll	45	13%		17	11%		10	9%
Univ/Coll	36	10%		16	10%		10	9%
Other	78	22%		30	19%		24	22%
Education Levels (n=423)			165			129		
BS/BA	226	53%		93	56%		69	53%
MS/MA or higher	172	41%		64	39%		51	40%
HS Dipl/GED only	25	6%		8	5%		9	7%
Certification (n=421)	289	69%	165	113	68%	127	86	68%
Cert. Required (n=417)	194	46%	167	78	47%	127	55	43%
Right Decision[4] (n=412)	362	88%	161	143	89%	126	113	90%
Other Income			167	43	26%	127	49	39%

Notes (for Table 1):

1. Totals include ABE/GED/ESL and Workplace (n=23), Family, (n=11), and other (n=53)
2. Adult Education
3. Total is greater than number of teachers because many have experience in more than one area.
4. Chose "I know I made the right decision to become an adult education teacher/volunteer/tutor."

Table 2
Teacher Preparation and Experience by Status (full vs. part-time)

		Full			Part			Total		
		n	M	(SD)	n	M	(SD)	n	M	(SD)
Yrs Non-AE	**Experience**									
	Elementary	73	5.7	(5.3)	66	11.5	(11.6)	196	8.0	(8.6)
	Secondary	74	5.8	(6.5)	49	7.0	(8.1)	173	6.4	(7.)
	Comm Coll	32	3.5	(3.1)	17	5.9	(6.9)	75	4.4	(4.7)
	Univ/Coll	21	3.5	(3.3)	17	4.2	(5.)	48	4.1	(4.6)
	Other	30	6.9	(7.1)	28	4.6	(4.4)	82	5.6	(5.6)
	Total	230			177			574		
Hours by Status		102	36.6	(7.2)	87	18.0	(10.3)	42		

Table 3
Teacher Preparation and Experience by Main Teaching Assignment

	ABE			GED			ESL		
	n	f	%	n	f	%	n	f	%
Status	118			124			55		
Full-Time		73	62%		70	56%		30	55%
Part-Time		45	38%		54	44%		25	45%
Population Served	105			112			52		
Large Metropolitan/Urban		27	26%		22	20%		22	42%
Small City (pop>10000)		32	30%		55	49%		20	38%
Town/Suburb		12	11%		13	12%		8	15%
Rural		34	32%		22	20%		2	4%
Also Administrator	119	28	24%	126	16	13%	57	14	25%
Yrs in AL	122			126			57		
1-5		48	39%		47	37%		21	37%
6-10		40	33%		42	33%		20	35%
MT 10		34	28%		37	29%		16	28%
Taught AE only	117	22	19%	119	19	16%	56	12	21%
Non-AE Experience[2]	99			108			45		
Elementary		32	27%		26	24%		10	22%
Secondary		26	22%		33	31%		13	29%
Comm Coll		9	8%		16	15%		2	4%
Univ/Coll		12	10%		12	11%		5	11%
Other		20	17%		21	19%		15	33%
Education Levels	121			125			57		
BS/BA		58	48%		58	46%		34	60%
MS/MA or higher		57	47%		44	35%		17	30%
HS Dipl/GED only		6	5%		5	4%		6	11%
Certification	118	83	70%	126	88	70%	57	35	61%
Cert Required	119	28	24%	126	16	13%	57	14	25%
Right Decision	117	105	90%	122	107	88%	57	53	93%
Other Income	120	32	27%	127	50	39%	56	14	25%

Notes:
1. Totals include ABE/GED/ESL and Workplace (n=23), Family, (n=11), and other (n=53)
2. Total is greater than number of teachers because many have experience in more than one area.

Table 4
Teacher Preparation and Experience by Main Teaching Assignment

	ABE			GED			ESL		
	n	M	(SD)	n	M	(SD)	n	M	(SD)
Yrs Non-AE Experience									
Elementary	60	10.0	(10.3)	73	6.8	(8.2)	22	7.8	(8.3)
Secondary	46	5.7	(6.5)	70	6.6	(7.5)	22	6.2	(6.1)
Comm Coll	17	5.2	(6.4)	35	4.4	(3.7)	7	2.1	(1.6)
Univ/Coll	15	4.5	(5.6)	15	3.3	(2.1)	12	4.0	(3.6)
Other	20	5.8	(7.4)	30	6.4	(5.)	17	4.6	(4.5)
Total	158			223			80		
Hours by Status	79			78			42		
Full Time	48	36.3	(8.5)	37	37.0	(6.9)	21	35.3	(8.)
Part Time	31	18.1	(9.4)	41	17.9	(11.)	21	16.6	(10.3)

Table 5
Teacher Preparation and Experience by Years of Teaching Adult Learners

	1-5 years			6-10 years			MT 10 years		
	n	f	%	n	f	%	n	f	%
Status	113			99			82		
Full-Time		58	51%		60	61%		48	59%
Part-Time		55	49%		39	39%		34	41%
Population Served	94			95			78		
Large Metropolitan/Urban		17	18%		26	27%		27	35%
Small City (pop>10000)		42	45%		30	32%		35	45%
Town/Suburb		11	12%		16	17%		5	6%
Rural		24	26%		23	24%		11	14%
Also Administrator	116	21	18%	99	19	19%	84	17	20%
Main teaching Assg.	116			102			85		
ABE		48	41%		42	41%		35	41%
GED/ASE		47	41%		40	39%		34	40%
ESL		21	18%		20	20%		16	19%
Taught AE only	114	23	20%	95	16	17%	81	14	17%
Non-AE Experience[1]	99			108			45		
Elementary		32	28%		26	24%		10	22%
Secondary		26	23%		33	31%		13	29%
Comm Coll		9	8%		16	15%		2	4%
Univ/Coll		12	11%		12	11%		5	11%
Other		20	18%		21	19%		15	33%
Education Levels	115			102			84		
BS/BA		65	57%		65	64%		37	44%
MS/MA or higher		43	37%		31	30%		43	51%
HS Dipl/GED only		7	6%		6	6%		4	5%
Certification	114	68	60%	100	71	71%	85	65	76%
Cert Required	114	47	41%	101	48	47%	85	44	52%
Right Decision	113	100	89%	100	90	90%	83	75	90%
Other Income	115	38	33%	102	32	31%	83	23	28%

Notes:
1. Total is greater than number of teachers because many have experience in more than one area.

Table 6
Teacher Preparation and Experience by Years of Experience

	1-5 years			6-10 years			MT 10 years		
	n	M	(SD)	n	M	(SD)	n	M	(SD)
Yrs Non-AE Experience									
Elementary	47	9.4	(9.9)	45	7.8	(7.8)	50	8.8	(10.2)
Secondary	43	6.7	(8.3)	49	6.1	(6.3)	33	6.1	(6.8)
Comm Coll	17	4.3	(6.4)	14	4.3	(3.3)	19	4.8	(4.5)
Univ/Coll	16	4.4	(4.2)	14	3.9	(5.1)	11	3.2	(2.4)
Other	26	6.3	(6.5)	13	4.2	(2.5)	20	6.4	(6.6)
Total	149			135			133		
Hours by Status	79			68			50		
Full Time	39	36.0	(6.8)	40	37.0	(7.1)	26	35.4	(10.3)
Part Time	40	14.0	(9.7)	28	18.0	(9.4)	24	22.0	(11.)

Table 7
Topics Teachers Would Like to Know More About in Reading, Writing, and Math by Main Class Assignment

	ABE	%	GED	%	ESL	%
Reading						
	Motivation	45%	Motivation	50%	Models for Teaching Adults	42%
	Disabilities	26%	Disabilities	28%	Disabilities	17%
	Models for Teaching Adults	19%	Models for Teaching Adults	15%	Integrating Rdg & Wr	17%
					Motivation	15%
Writing						
	Overcoming fear	56%	Overcoming fear	49%	Overcoming fear	34%
	Workplace Writing	30%	Workplace Writing	30%	Workplace Writing	25%
	Integrating Rdg & Wr	10%	Integrating Rdg & Wr	11%	Integrating Rdg & Wr	23%
Math						
	Number Sense	58%	Number Sense	61%	Number Sense	52%
	Statistics	11%	Technology	22%	Statistics	18%
	Other	11%	Statistics	9%	Other	13%
	Technology	10%				

Table 8
Topics Teachers Would Like to Know More About in Reading, Writing, and Math by Years of Experience Teaching Adults

	1-5 years	%	6-10 years	%	MT 10 years	%
Reading						
	Motivation	38%	Motivation	46%	Motivation	41%
	Models for Teaching Adults	28%	Disabilities	24%	Disabilities	24%
	Disabilities	25%	Models for Teaching Adults	17%	Models for Teaching Adults	19%
Writing						
	Overcoming fear	51%	Overcoming fear	43%	Overcoming fear	54%
	Workplace Writing	27%	Workplace Writing	33%	Workplace Writing	28%
	Integrating Rdg & Wr	14%	Integrating Rdg & Wr	15%	Integrating Rdg & Wr	23%
Math						
	Number Sense	58%	Number Sense	61%	Number Sense	52%
	Statistics	11%	Technology	22%	Statistics	18%
	Other	11%	Statistics	9%	Other	11%

Table 9
Professional Development Activities in 1998-99 and Activities Desired in the Future

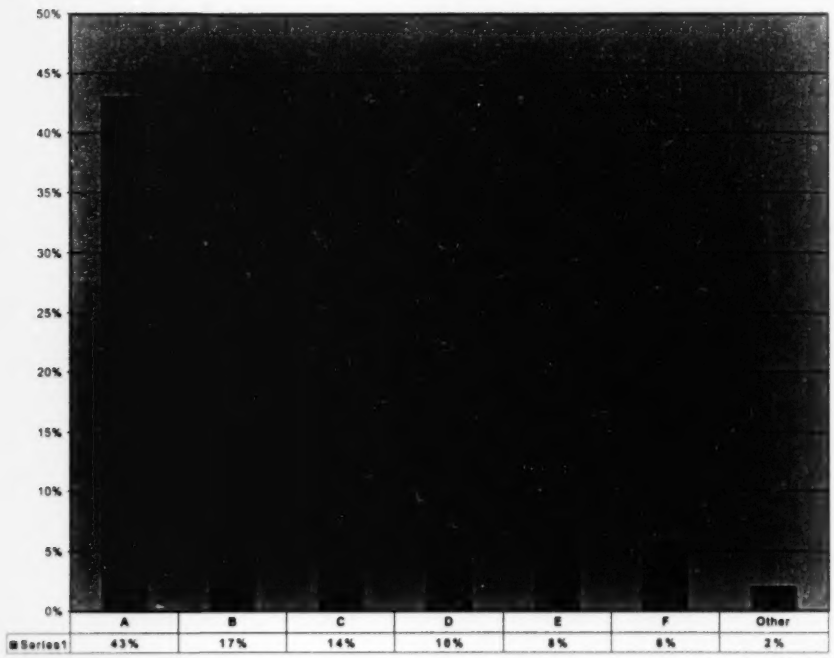
Professional development activity descriptors	Participated in 1998-99		Rank order professional development activities you would like available in future					
	Freq	Rank	Frequency			Rankings		
			Top	Top 3	Top 5	Top	Top 3	Top 5
Instructional strategies for teaching reading and writing effectively	246	1	54	116	170	1	1	2
Accommodating widely varied ability levels within the same classroom	166	8	46	127	178	2	2	1
Help learners meet their goals for work, family and self	184	5	44	110	164	3	3	3
Strategies for recognizing and accommodating adults with learning differences	209	4	36	100	163	4	4	4
Integrating technology into the classroom	234	2	33	69	118	5	5	7
Instructional strategies to prepare learners for work/careers	177	6	29	79	122	6	6	6
Instructional strategies for teaching in content areas	168	7	20	67	111	7	7	8
Instructional strategies for teaching mathematics effectively	140	11	19	66	122	8	8	9
Investigating effective lesson/curriculum planning	164	10	14	51	91	9	9	11
Exploring classroom techniques for determining learner needs and learning style	219	3	13	84	158	10	10	5
Opportunities to engage in work on adult learning and development	165	9	13	56	105	11	11	10

Table 10
Types of Support for Professional Development in Past Year

Type of Support	Actual Support Freq/n	%	Preferred Support freq.	%
Reimbursement for conference or workshop fees and expenses	332/ 408	81%	193	16%
Scheduled professional development time within the hours for which you were paid	310/ 413	75%	256	22%
Released time from teaching	285/ 411	69%	226	19%
Stipend for professional development activities that take place outside of work hours	142/ 401	35%	201	17%
Full or partial reimbursement for tuition	120/ 377	32%	211	18%
Grant to support a special professional development project	55/ 373	15%	89	8%

Figures:

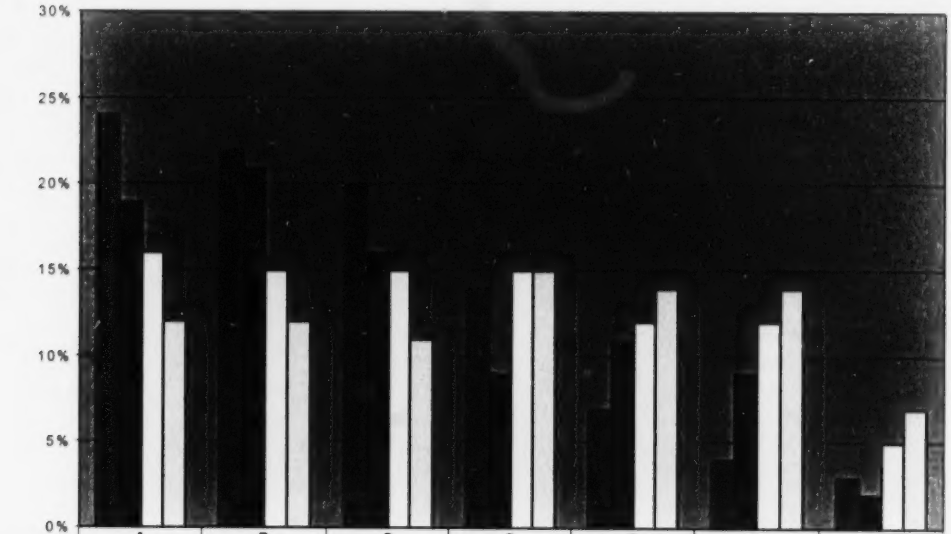
Figure 1
Teachers Primary Purpose for Professional Development at the Present Time



KEY

A	**To provide techniques which I can use immediately**
B	**To provide information that is new to me**
C	**To help me to understand the needs of learners**
D	**To provide information on how adults learn**
E	**To give me a new perspective on teaching**
F	**To demonstrate strategies other teachers use**
Other	**Other**

Figure 2
Teachers' Top Four Professional Development Priorities at This Point in Their Career.

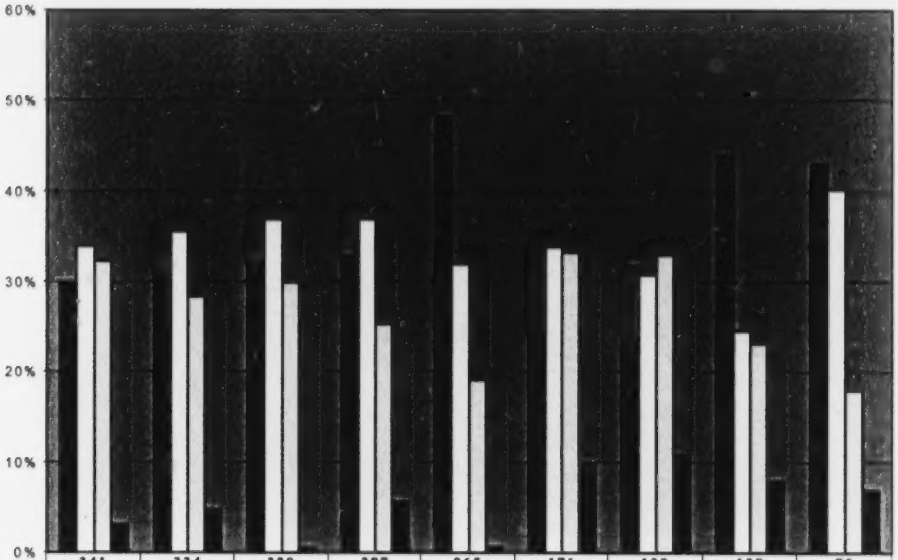


	A	B	C	D	E	F	G
First	24%	22%	20%	14%	7%	4%	3%
Second	19%	21%	16%	9%	11%	9%	2%
Third	16%	15%	15%	15%	12%	12%	5%
Fourth	12%	12%	11%	15%	14%	14%	7%

KEY

- **A Add to my instructional skills**
- **B Add to my knowledge about teaching adults**
- **C Improve what I know about how people learn in content areas**
- **D Learn to incorporate technology into instruction**
- **E Know where to access instructional resources**
- **F Learn how other teachers conduct their practice**
- **G Improve classroom management skills**

Figure 3
Teachers' Previous Year's Experience Ratings of Utility of Professional Development Formats

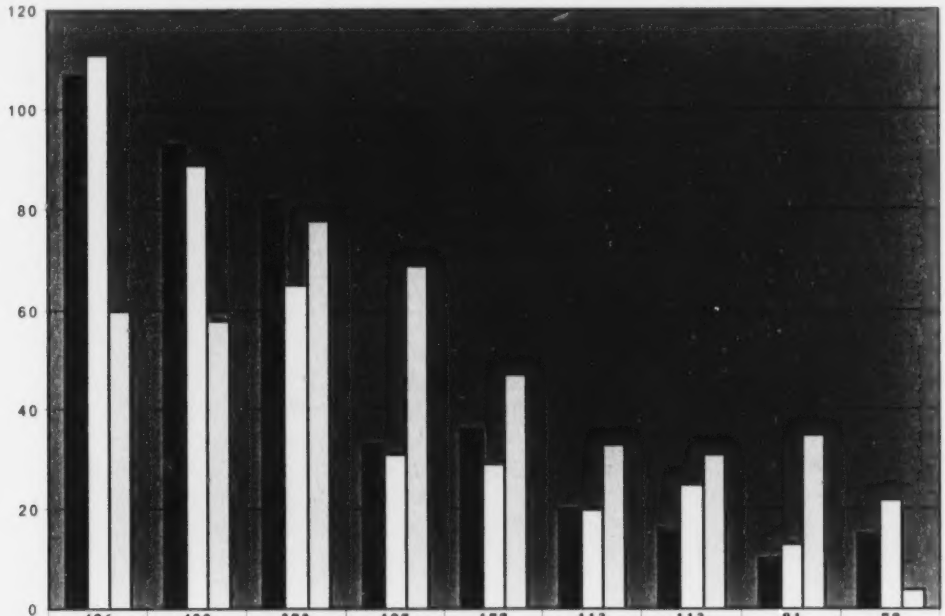


	341 A	334 B	320 C	287 D	265 E	171 F	139 G	138 H	72 I
■Most	30%	31%	33%	33%	48%	25%	24%	44%	43%
□Very	34%	36%	37%	37%	32%	34%	31%	25%	40%
□Useful	32%	28%	30%	25%	19%	33%	33%	23%	18%
■Least	3%	5%	1%	6%	1%	10%	11%	8%	7%

Key

- **A** **Workshops provided by program colleagues**
- **B** **Workshops conducted by outside consultants**
- **C** **Independent professional reading**
- **D** **Activities, such as conferences or working groups**
- **E** **Collaborative team work with other teachers**
- **F** **Serving on a committee within program**
- **G** **Internet courses, bulletin boards or listservs.**
- **H** **University Courses**
- **I** **Inquiry based projects**

Figure 4
Top Three Most Useful Professional Development Formats at This Point in Your Career

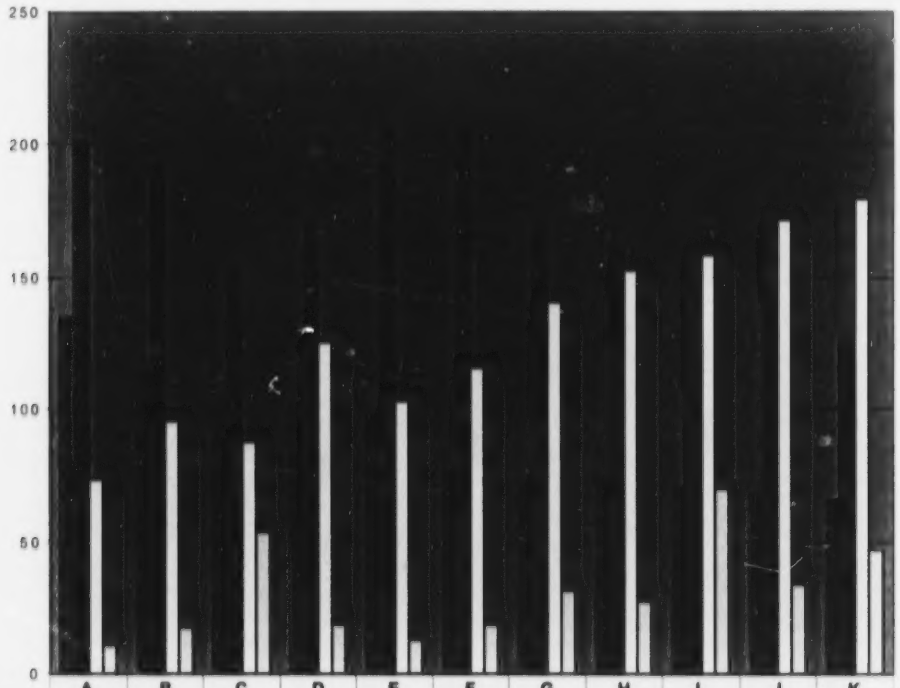


	496 A	422 B	372 C	197 D	177 E	113 F	113 G	81 H	78 I
First	107	93	82	33	36	20	16	10	15
Second	111	89	65	31	29	20	25	13	22
Third	60	58	78	69	47	33	31	35	4

Key

- **A** **Program workshops provided by outside consultants**
- **B** **Program workshops provided by colleagues**
- **C** **Content/subject matter specific training**
- **D** **Independent /self study**
- **E** **University based courses**
- **F** **Inquiry based projects**
- **G** **Distance learning course (i.e. Web/TV)**
- **H** **Video conferences**
- **I** **Courses via CD ROM**

Figure 5
How Well Prepared Do Teachers Feel to Teach in Specified Categories?



	A	B	C	D	E	F	G	H	I	J	K
■Very Prepared	135	115	106	102	98	77	75	75	71	68	66
■Somewhat	202	193	155	173	208	206	171	161	107	148	126
□Not	74	96	88	126	103	116	141	153	159	172	180
	11	18	54	19	13	19	32	28	70	34	47

KEY

A Implement effective lesson, curriculum planning
B Use varied instructional strategies for teaching reading effectively
C Use varied instructional strategies for teaching mathematics effectively
D Accommodate widely varied ability levels within the same classroom
E Use instructional strategies for teaching in content areas
F Help learners meet their learning goals for work, family, and self
G Implement strategies based on theories of adult learning and development
H Explore classroom techniques for determining learner needs and learning style
I Integrate technology into the classroom
J Use varied instructional strategies to prepare learners for work/careers
K Use strategies for recognizing and accommodating adults with learning differences

Appendix B: The Professional Development Kit (PDK) Needs Assessment Questionnaire

Please use the enclosed envelope to return the completed survey to:

The **PDK** Project
National Center on Adult Literacy,
University of Pennsylvania
3910 Chestnut Street
Philadelphia, PA 1910 4
Attention: Mary Russell

THE PROFESSIONAL DEVELOPMENT KIT (PDK): *MULTIMEDIA RESOURCES FOR INSTRUCTIONAL DECISION MAKING*

A. Teacher Preparation and Experience

1. Please describe your educational background below.

• Attended			Graduated	
Yes	No			
❒	❒	High School	☐Diploma ☐ GED	
❒	❒	University/ College	☐BS ☐BA ☐Other	Field of study:
❒	❒	Graduate Study	☐MS ☐MA ☐Ph.D. ☐EdD	Field of Study:
❒	❒	Other (Please describe)		

2. Do you have teaching experience outside of adult education? Yes☐ No☐

3. If you have teaching experience outside of adult education, please indicate the area in which you taught, the number of years of experience in that area, and the grade, level, or subject. (Check all that apply).

	Yes	No	Number of Years	Grade/Level/Subject
A. Elementary School	❒	❒		
B. Secondary School	❒	❒		
C. Community College	❒	❒		
D. University/College	❒	❒		
E. Other	❒	❒		

4. **Do you have state issued certification?** ☐Yes ☐No

5. **If you answered yes to question 4, please indicate**
- State issuing certification_____
- Field of certification_____

Do Not Write in this space
#_____

Date:_____Ent_____

6. **How long have you been teaching in adult education?**
a) ☐1-5 years
b) ☐6-10 years
c) ☐11-15 years
d) ☐16-20 years
e) ☐More than 20 years

7. **How did you enter the field of adult education? (Check all that apply)**
a) ☐ **I have a degree in adult education**
b) ☐ **I taught at other levels, enjoyed it, and wanted to try this level**
c) ☐ **I volunteered in a local program**
d) ☐ **I am a retired school teacher, and wanted to stay in education**
e) ☐ **I tutored at a local library**
f) ☐ **I applied for a position in an adult education program**
g) ☐ **Other**_____

8. **How do you feel about your decision to teach in adult education? (Check one)**
- ☐ **I know I made the right decision to become an adult education**

teacher/volunteer/tutor
- ☐ My experience and preparation are not fully utilized in adult education
- ☐ I don't consider adult education as my primary field
- ☐ I would like to leave adult education
- ☐ Other_____

9. **Are you a member of any adult education organizations? If so, please indicate the name of the organization in the space provided below:**

☐**National:** _____ **(i.e., AAACE)**

☐**State:**_____

☐**Local**: _____

B. program profile and Teaching environment

10. What population does your program serve?

a) ☐Large metropolitan area (inner city, urban)
b) ☐Small City(population over 10,000)
b) ☐Small town (population under 10,000)
c) ☐Suburban (specifically named area beyond the boundaries of a large city)
d) ☐Rural area

11. In what state is your program located?_____

12. How would you identify your main teaching assignment during this past year? (Please check the one area in which you spent the most time)

a) ☐ABE
b) ☐GED/ADULT SECONDARY EDUCATION
c) ☐WORKPLACE PROGRAM
d) ☐Pre-GED
e) ☐ESL
f) ☐FAMILY PROGAM
g) ☐OTHER_____

_____

13. How do you classify your position in this program?(Check one)

Please indicate the number of hours you teach and the number for which you are paid.

B. ☐Full time (paid). I teach_____hours per week
For how many hours a week are you paid?_____
C. ☐ Part time(paid). I teach_____hours per week
For how many hours a week are you paid?_____
D. ☐Volunteer/Tutor. I teach _____hours per week

14. Does your teaching assignment in this program require certification? Yes☐ No☐

15. Are you also an administrator in this program? Yes☐ No☐

16. Do you earn additional income from working in any job outside of your work in adult education? Yes☐ No☐

17. If you have, which of the following choices best describes your other job(s)?

a) ___Teaching or tutoring

b)___ Nonteaching, but related to the teaching field

c)___ Other_____

For those subjects for which you had primary responsibility during the last year (1998-99), please indicate

1. **the percentage of time you spent on these subjects**
2. **Three areas in which you feel you would like additional training**

Please number your three choices by priority 1,2,3, (with 1=top priority).

18A Reading: (Please estimate based on both individual and group instruction)
I teach reading _____%of the time. The three areas I would like to know more about are:

a. ___helping learners with word attack and decoding strategies (i.e. phonics)
b. ___helping learners with comprehension strategies
c. ___integrating reading and writing approaches
d. ___what models of teaching reading are effective with adults
e. ___recognizing reading disabilities
f. ___motivating learners to read
g. ___other_____

18B Writing (Please estimate using both formal and informal writing activities)
I teach writing _____%of the time. The three areas I would like to know more about are:

- ___ teaching basic skills (i.e. spelling and punctuation)
- ___ using process writing techniques
- ___ using technology (i.e. word processing) for writing instruction
- ___ integrating writing and reading approaches
- ___ helping students overcome their fear of writing
- ___ teaching workplace writing (i.e. memos, faxes, reports, letters)
- ___ other_____

18C Math (Please estimate using both formal and informal math activities)
I teach math_____ % of the time. The three areas I would like to know more about are:

Table 28 ___ teaching basic math skills (place value/ addition/subtraction)
Table 29 ___ helping learners develop problem solving skills
Table 30 ___ teaching fractions, decimals and percents
Table 31 ___ integrating technology (i.e. spreadsheets) into math instruction
Table 32 ___ using and interpreting statistics and graphs
Table 33 ___ helping learners develop number sense and estimating skills
Table 34 ___ other_____

18 D Other
I teach _____ _____% of the time.
(Subject or content area)

I would like to know more about _____.

C. Teaching Methods and Practices

19. Which of the instructional methods listed below do you use? For those that you use, please indicate:
1. What percentage of time (from 0-100%) you used them during the most recent full month of instruction

2. Your estimate of their effectiveness with learners.

	Percentage (0-100%)	Very Effective	Effective	Somewhat Effective	Not Effective
• Whole group instruction, including question and answer		☐	☐	☐	☐
• Whole group instruction with open ended discussion,		☐	☐	☐	☐
• Facilitate small group (e.g. project centered Or peer writing groups)		☐	☐	☐	☐
• Provide individual one-on-one instruction (e.g. help while learners practice)		☐	☐	☐	☐
• Individual conferences or tutoring		☐	☐	☐	☐
Total: (Should =100%)	_____				

20. Which of the following activities do you use in instruction? How often do you use them?

	Frequently	Often	Seldom	Not at all
• Cooperative learning projects	☐	☐	☐	☐
• Simulations, including role-playing and case studies	☐	☐	☐	☐
• Used technology to inquire about and explore specific topics of interest (i.e. web sites, CDs)	☐	☐	☐	☐
• Peer revision writing groups	☐	☐	☐	☐

21. Which materials do you use to provide instruction? For those you use, please indicate approximately how often you used them during the last month of instruction.

	Frequently	Often	Seldom	Not at all
• Textbooks	☐	☐	☐	☐
• Sample Forms, like W4, or job application forms	☐	☐	☐	☐
• Teacher made handouts	☐	☐	☐	☐
• Newspapers, articles, pamphlets	☐	☐	☐	☐
• Learner guide sheets or workbooks (that learners can write in)	☐	☐	☐	☐
• Overheads	☐	☐	☐	☐
• Television/Video/VCR	☐	☐	☐	☐
• Learner-created materials (portfolio samples, learner presentations)	☐	☐	☐	☐
• Web/Internet	☐	☐	☐	☐
• Word processing software	☐	☐	☐	☐
• Spreadsheet programs (i.e., Excel)	☐	☐	☐	☐
• Database programs (i.e., Filemaker)	☐	☐	☐	☐
• Drawing or graphics programs	☐	☐	☐	☐
• Programmed instructional materials (i.e., Rosetta Stone)	☐	☐	☐	☐
• Computer software	☐	☐	☐	☐
• Other				

22. What are the goals that your learners state are most important TO THEM?

Goals	Very Important	Important	Somewhat Important	Not Important
a) Think/Read critically	☐	☐	☐	☐
b) Convey ideas in writing	☐	☐	☐	☐
c) Pass the GED	☐	☐	☐	☐
d) Use math concepts and techniques	☐	☐	☐	☐
e) Get a job	☐	☐	☐	☐
f) Help their children with homework or other tasks	☐	☐	☐	☐
g) Learn in new ways	☐	☐	☐	☐
h) Use technology	☐	☐	☐	☐
i) Go on to higher education	☐	☐	☐	☐
j) Other	☐	☐	☐	☐

23. What are the learning goals for your learners that are most important TO YOU?

Goals	Very Important	Somewhat Important	Important	Not Important
• Think/Read critically	☐	☐	☐	☐
• Convey ideas in writing	☐	☐	☐	☐
• Pass the GED	☐	☐	☐	☐
• Use math concepts and techniques	☐	☐	☐	☐
• Get a job	☐	☐	☐	☐
• Help their children with homework or other tasks	☐	☐	☐	☐
• Learn in new ways	☐	☐	☐	☐
• Use technology	☐	☐	☐	☐
• Go on to higher education	☐	☐	☐	☐
• Other				

D. Professional Development

24. Please select the answer that most closely describes what you believe is the primary purpose of professional development for you at the present time. (Choose ONE only)

a) ____To give me a new perspective on teaching

b) ____To help me to understand the needs of learners

c) ____To provide information on how adults learn

d) ____To provide techniques which I can use immediately

e) ____To provide information that is new to me

f) ____To demonstrate strategies other teachers use

g) ____Other (Please specify)_____

25. At this point in your career, what are your priorities for your personal professional development?
(Choose 4, 1= top priority)

a) ____Improve what I know about how people learn in different content areas

b) ____Add to my instructional skills

c) ____Add to my knowledge about teaching adults

d) ____Know where to access instructional resources

e) ____Learn how other teachers conduct their practice

f) ____Learn to incorporate technology into instruction

g) ____Improve classroom management skills

h) ____Other_____

26. In the last year (1998-99) which of the following activities have you participated in as a learner, and how useful were those activities for your professional growth?

• Activity •	Did you participate?		If you participated, was the activity useful?			
	Yes	No	Most Useful	Very Useful	Useful	Least Useful
a) Workshops provided by program colleagues	☐	☐	☐	☐	☐	☐
b) Workshops conducted by outside consultants	☐	☐	☐	☐	☐	☐
c) University Courses	☐	☐	☐	☐	☐	☐
d) Activities, such as conferences or working groups (COABE, AAACE)	☐	☐	☐	☐	☐	☐
e) Serving on a committee within program	☐	☐	☐	☐	☐	☐
f) Internet courses, bulletin boards orlistservs.	☐	☐	☐	☐	☐	☐
g) Collaborative team work with other teachers	☐	☐	☐	☐	☐	☐
h) Inquiry based projects	☐	☐	☐	☐	☐	☐
i) Independent professional reading	☐	☐	☐	☐	☐	☐

27. Please rank the three professional development formats in order of how useful they would be to you at this point in your career. PLEASE ORDER 1=MOST USEFUL

- ___ Program workshops provided by colleagues
- ___Program workshops provided by outside consultants
- ___Inquiry based projects
- ___Independent /self study
- ___Content/subject matter specific training
- ___Distance learning course (i.e. Web/TV)
- ___University based courses
- ___Courses via CD ROM
- ___Video conferences

28. Were you able to participate in professional development activity in any of the following areas during 1998-99? Indicate yes or no. Regardless of past participation, please rank those you would like to have available from 1-12, with 1=most desired

Did you participate in any of the activities during 1998-99?		Which of the following professional activities would you like to have availabl
Yes	No	
☐	☐	a) ____Instructional strategies for teaching reading and writing effectively
☐	☐	b) _____Instructional strategies for teaching mathematics effectively
☐	☐	c) ____Instructional strategies to prepare learners for work/careers
☐	☐	d) ____Instructional strategies for teaching in content areas
☐	☐	e) _____Investigating effective lesson/curriculum planning
☐	☐	f) _____Opportunities to engage in work on adult learning and development
☐	☐	g) _____Strategies for recognizing and accommodating adults with learning differences
☐	☐	h) _____Exploring classroom techniques for determining learner needs and learning style
☐	☐	i) ____Help learners meet their goals for work, family and self
☐	☐	j) ____Accommodating widely varied ability levels within the same classroom
☐	☐	k) _____Integrating technology into the classroom
☐	☐	l) OTHER (PLEASE SPECIFY)

29. How well prepared do you feel you are to:

	Very Prepared	Prepared	Somewhat Prepared	Not Prepared
1. Use varied instructional strategies for teaching reading effectively				
2. Use varied instructional strategies for teaching mathematics effectively				
3. Use varied instructional strategies to prepare learners for work/careers				
4. Use instructional strategies for teaching in content areas				
5. Implement effective lesson, curriculum planning				
6. Implement strategies based on theories of adult learning and development				
7. Use strategies for recognizing and accommodating adults with learning differences				
8. Explore classroom techniques for determining learner needs and learning style				
9. Help learners meet their learning goals for work, family, and self				
10. Accommodate widely varied ability levels within the same classroom				
11. Integrate technology into the classroom				

30. For the professional development in which you participated during the last year, did you receive any of the following types of support?

	Yes	No
a) Released time from teaching	☐	☐
b) Scheduled professional development time within the hours for which you were paid	☐	☐
c) Stipend for professional development activities that take place outside of work hours.	☐	☐
d) Full or partial reimbursement for tuition	☐	☐
e) Reimbursement for conference or workshop fees and expenses	☐	☐
f) Grant to support a special professional development project	☐	☐
g) Other		

31.Which of these types of support would be most effective in helping you to engage in professional development activities? Please rank the top three, with 1=most important.

a) ___Released time from teaching
b) ___Scheduled professional development time within the hours for which you are paid
c) ___Stipend for professional development activities that take placeoutside of work hours.
d) ___Full or partial reimbursement for tuition for university based courses
e) ___Reimbursement for conference or workshop fees and expenses
f) ___Grant to support a special professional development project
g) ___Other_____

E. Teacher Profile

PLEASE NOTE: THIS SECTION OF THE QUESTIONNAIRE IS OPTIONAL.
YOU DO NOT HAVE TO COMPLETE IT.

WE WILL BE CHOOSING ONE TEACHER (AT RANDOM) FROM THOSE WHO RESPOND TO THIS SURVEY TO SERVE AS AN ADVISOR TO THE PROJECT.
YOUR RESPONSE WILL BE YOUR ENTRY
IF YOU DO NOT WANT TO PARTICIPATE, CHECK HERE ☐

ROUND TRIP TRAVEL EXPENSES TO PHILADELPHIA WILL BE PAID BY NCAL

NAME:		ORGANIZATION:		
ADDRESS		YEAR OF BIRTH		
CITY		STATE ZIP	ZIP	
PHONE	FAX			
E-MAIL ADDRESS:		GENDER:	☐MALE	☐FEMALE

May we quote your comments anonymously?

☐YES ☐PLEASE DON'T QUOTE ME.

I would be interested in participating in a focus group.

☐ YES ☐NO

Please accept our thanks for filling out this survey. We are grateful for your time and effort
If you have any suggestions or comments about the survey, please use the space on the back of the sheet to write them.